

The BRYAN NEWSLETTER

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May 1956

No. 9

THE CONCEPT OF A COLLEGE

An acquaintance was explaining to me some of the trials of building a new home. It seems that his greatest problems arose because of a number of changes in the plans which were desired after the work began. He concluded with a comment something like this: "The best way to build a house is to get a good architect, be sure your plans are complete, and then leave town until the work is over."

This man was giving testimony to the value of a concept. If you want to build a house, it is a good thing to start with an idea of a house. It is not only good but necessary if, for example, you expect to receive a government loan, in which case plans meeting certain specifications have to be submitted and approved.

Just as it is understood that a house in mid-twentieth-century America is to have certain basic features, including considerably more than four walls and a roof, if it is to measure up at all to the accepted idea of a house, so it should be understood that a college is to partake of certain excellences which are commonly associated with the idea of college.

For a valid concept we have no alternative but to turn to the experts. According to them a college is essentially a community of scholars and learners engaged in examining, transmitting, interpreting and embellishing the cultural achievements of mankind. The distinctive activity is intellectual and the key personnel are scholars. We at Bryan recognize that there is a danger in this concept, but we do not see how college can be conceived in any other way. There is danger in constructing a house, but no builder of integrity shirks his appointed task because of the danger involved.

The key personnel are educators and the key educators are teachers. The teaching staff is the heart and core of the college. Whatever else goes on in the way of construction, fund-raising, extracurricular activity, athletics, even of religious testimony, the function of college as college is distinctively the one performed by the community of scholars.

This function concerns the cultural achievements of mankind. It involves the transmission of a body of knowl-



Rev. Henry C. Geiger



Dr. John F. Walvoord

UNIVERSITY ANNOUNCES COMMENCEMENT SPEAKERS

Rev. Henry C. Geiger, founder and director of the Children's Gospel Hour, Inc., will address the graduating class, the faculty, student body, and friends of the University in the baccalaureate services to be held in the Rhea High School auditorium, Sunday evening, June 3.

Mr. Geiger attended the Philadelphia School of the Bible and upon completion of his training, was ordained into the ministry in 1924. For the past several years he has given full time to his responsibilities as Executive Director of the Children's Gospel Hour, a work of faith telecasting and broadcasting the Gospel to millions of boys and girls in the United States and foreign countries. Mr. Geiger also serves on the Advisory and Reference Board of the University.

Dr. John F. Walvoord, President of Dallas Theological Seminary, will

be the speaker at the commencement exercises, Tuesday morning, June 5. Dr. Walvoord took his bachelor of arts degree at Wheaton College in 1931 and a master of arts degree from Texas Christian University in 1945. The Th. M. was conferred by Dallas Theological Seminary in 1934 and his Th. D. was granted by the same institution in 1936. Before becoming president of Dallas Seminary, Dr. Walvoord served as registrar of the school from 1936 - 45. In addition to his responsibilities as president, he is also professor of Systematic Theology.

Dr. Walvoord, who is generally recognized as one of the leading evangelical theologians, carries on an extensive ministry of Bible teaching in churches and in summer Bible conferences. He is also the author of several books and magazine articles pertaining to theological subjects.

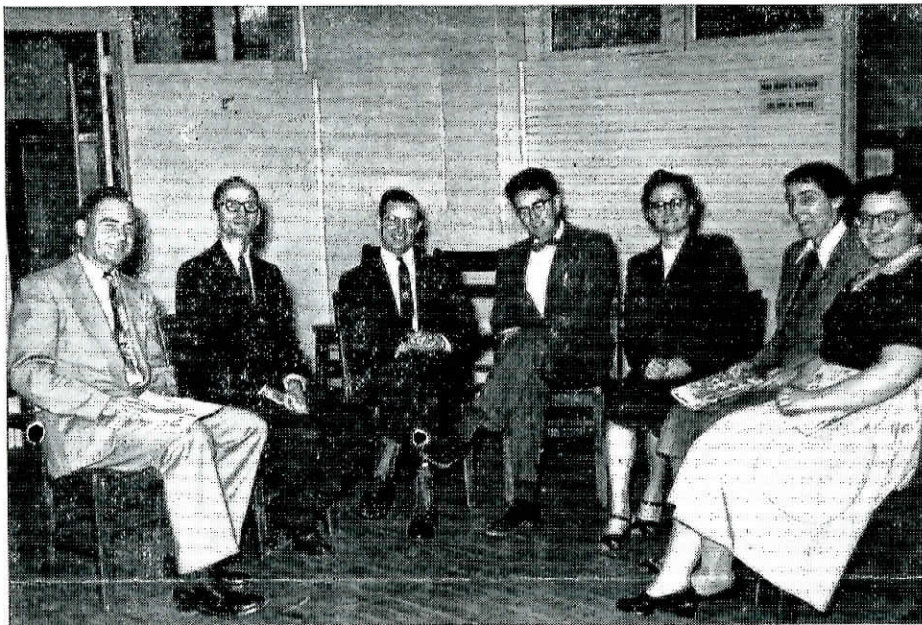
is complete and final, and for us at Bryan the truth of God's special revelation of Himself in His Word is the most important truth in the world. But there is another kind of truth which is of importance, and it is the search for this kind of truth which is the peculiar function

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edge, "bucket-filling," as it is sometimes called. But more important than the purveyance of knowledge is the training which the college provides in open-minded inquiry. The search for truth is necessarily involved in a community of scholars and learners who are minding their business. There is one sense in which truth

is complete and final, and for us at Bryan the truth of God's special revelation of Himself in His Word is the most important truth in the world. But there is another kind of truth which is of importance, and it is the search for this kind of truth which is the peculiar function

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Members of the Faculty Committee on University Development.
Left to right: Irving Jensen, Morton Brown, John Anderson, Roy Butler, Beatrice Batson, Lucy Sullivan, Lou Rouch.

THE CHRISTIAN PHILOSOPHY OF EDUCATION

What reasonably may the mid-twentieth century reader infer from the phrase, Christian College? Several definitions seem possible: Bible-centered college education; college education which nurtures the great evangelical traditions; college education controlled by religious groups. These descriptive definitions emphasize aspects of college education, but fail to disclose the distinct character of Christian College.

Christian liberal arts college must refer to the distinctive Christian philosophy of education for its meaning.

The basic assumption of Christian education is that the sovereign God of creation has revealed Himself in the written text, the Scriptures, and in the general text, nature. These legitimate texts of truth are the bases of curricula. No arbitrary separation of the religious from the secular is warranted. Life may not be partitioned into Christian and liberal arts. The concern of Christian education is the truth of God for the whole man.

Perhaps the preeminent problem in contemporary education is how integration may be attained; e.g., how the theoretical and the practical, the religious and the atomic, may cohere in a workable day by day experience. Seminars in ethics, as well as "general education" emphases, with good intentions, are not workable solutions. The Christian philosophy of education which does not compartmentalize Bible truth but attempts integration of all truth within the single redemptive program under Christ is workable.

Christian education is redemptive. The meaning of individual and collective, life and destiny, are found in God's Special Revelation. Only in this carefully woven fabric of education which leaves no truth outside its unique texture may we speak of the distinctive in Christian liberal arts education.

Can A Liberal Arts College Be Spiritual?

Epoxy—another amazing product of twentieth century chemistry—illustrates a vital truth for us. A scientist holds in each hand a test tube containing a chemical in liquid form, both chemicals of a different sort. He pours the two liquids together without applying heat or pressure, and the immediate result is what has since been called epoxy, a solid harder than many metals.

Apart they are liquid; together they are solid. The very title "Christian Liberal Arts College" speaks of two "liquids." A **liberal arts college** is unquestionably liquid and free to flow in any of several directions if its fields and bounds are not defined by divine revelation. In the area of call, a **Christian** also is tragically liquid and at liberty to go his own way at his own leisure if he does not choose the normal God-willed way, the Lordship of Jesus Christ.

The vital question before us is: can Bryan be a strong liberal arts college without sacrificing spirituality? The answer is well illustrated

FULFILLING CONCEPTS

The Faculty Committee on University Development of Bryan University desires to emphasize anew the value of clear, well-defined concepts and the need for excellence in fulfilling them.

The committee believes that the function of Bryan University is definite. This school was called into existence as a college—a Christian liberal arts college. Being a college, it must provide an atmosphere in which inquiring minds may search, explore and know. Being Christian, it must at all times subscribe to and teach the truth of God's Word, the Holy Scriptures, and it must endeavor to relate itself to all truth from the standpoint of this, God's Special Revelation. Being a liberal arts college, Bryan University should also pursue consistently a program of higher learning in which a liberal arts curriculum is competently taught and studied. These are concepts.

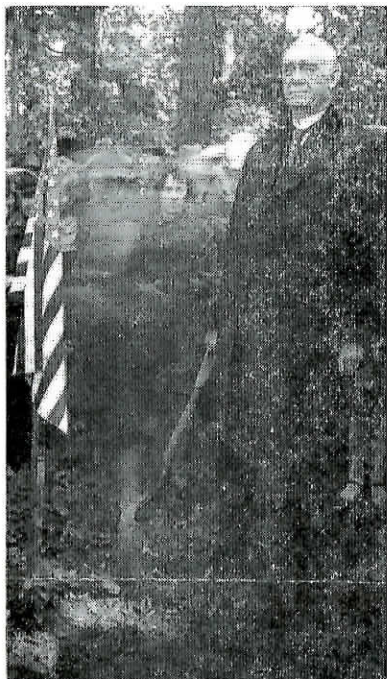
Through this May issue of the *Newsette*, the members of the Faculty Committee on University Development further develop these concepts and seek to indicate some of the responsibilities of ourselves and of our friends in excellently fulfilling them.

by epoxy. If the two are truly liberal arts and the Christian concept, the resultant is a sound and spiritual institution in the will of God.

The call of God has an important bearing on this subject. Bryan has a definite call from God to be a liberal arts college. It is evident that a solid epoxy will not be derived if this liquid ingredient, liberal arts, is cast out, or on the other hand, if it is left to continue as just such a liquid. If epoxy is desired, it is also evident that the other liquid ingredient, the Christian concept, cannot be cast out or be allowed to exist in isolation.

But the basic question before us is not adequately answered without facing this related question: how much of each ingredient produces this epoxy? Actually the illustration fails at this point, for obedience to a call and spirituality are not separate ingredients. If Bryan is not spiritual, it is not obeying its call. If Bryan is not obedient to its call to be a liberal arts college, it is not spiritual.

The story of epoxy illustrates that Bryan can fulfill its calling as a liberal arts college without sacrificing spirituality, and that Bryan **must** continue to claim the Lordship of Jesus Christ.



Gov. Austin Peay breaks ground for Administration Building.

University Develops Plant

The original plan for Bryan University was ambitious. It was conceived in response to the need for Christian scholarship in a materialistic generation. The physical plant was outlined with the understanding that an environment conducive to intellectual development was imperative. In March, 1927, in the initial step toward realizing this ambition, Governor Austin Peay of the state of Tennessee broke ground for the first of several proposed buildings to be located on the 82-acre wooded hilltop overlooking Dayton. Upon its completion this building was to have accommodated "four hundred students in all departments of college life and activity."

It has been said that it is easier to build a road than to think where it should go. In the case of Bryan University, building has been a continuing problem. The depression and the war with its curtailment of construction interrupted the fulfillment of the plans for the physical plant. In recent years, however, the development of more adequate facilities has been pressed by the Board of Trustees and the Administration. The exterior of that first building begun by Governor Peay has been completed and at the present time work is going on in the lobby and library areas. It is hoped that by the beginning of the 1956-57 session the library will be located in new, well-equipped quarters, providing the students with vastly improved surroundings for learning. This is a

welcomed and valued development since library facilities have much to do with determining the benefits of training in an educational institution.

A beginning has been made, but we realize that there is considerable amount of work yet to be done. For the science students there must be more adequately equipped laboratories and field facilities; for the students of languages and the

humanities there must be provided record libraries, as well as an increased number of books; for the students of music, additional practice rooms and instruments are necessary. For all members of a growing student body the provision of adequate dormitories and a gymnasium are the high priority essentials.

ARE WE WILLING TO PAY THE PRICE?

"Hospital Costs Up" was the caption of a recent article in a leading magazine. Although the fact was deplored, the article concluded as follows: "If they were to cut pay-rolls, hospitals would lose competent people, lower efficiency, undermine the care of the sick." Hospital and patient must continue to pay the price if services and results are to be the same.

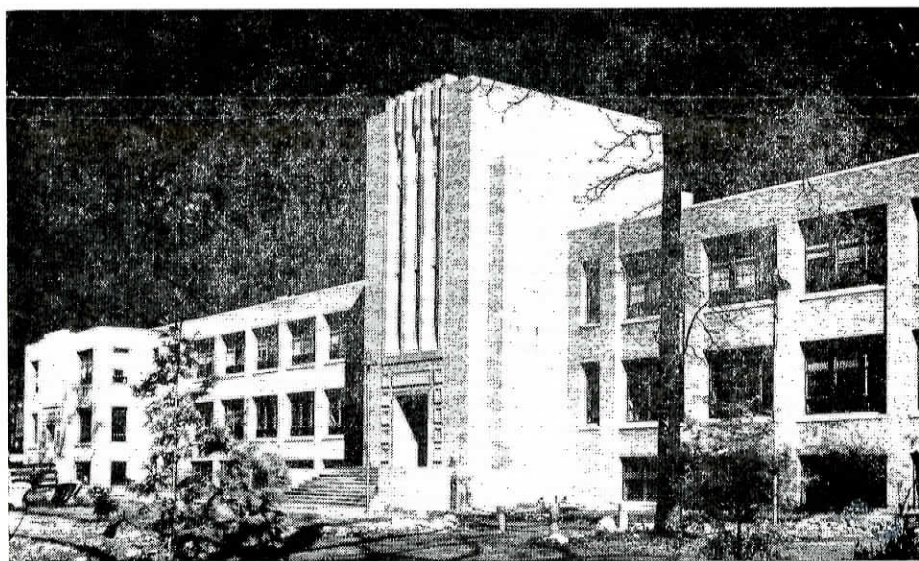
A similar situation exists in Christian education today: ascending costs confront the institution while greater demands than ever before are being made upon it. It is a well-known fact that many religious groups tax themselves heavily to build and equip and maintain fine schools in order to educate their people. The Communists are willing to endure great trouble and expense for the training of the young people in the party.

If such groups are willing to exert themselves, how much more should the evangelical public be exercised by the great responsibility to underwrite and support Christian education? The need is great! Are you willing to pay the price?

A solemn responsibility rests upon a Christian institution. It is incum-

bent upon it, not only to operate on sound business principles, but also to present its claims and needs urgently and attractively. The Christian public has the right to expect Christ-centered institutions to send forth well-trained, highly qualified graduates.

Bryan University was chartered "for the purpose of establishing, conducting and perpetuating a University for the higher education of men and women under auspices distinctly Christian and spiritual, as a testimony to the supreme glory of the Lord Jesus Christ, and to the Divine inspiration and infallibility of the Bible." If it is to succeed in fulfilling its purpose as a Christ-centered liberal arts college and attain the place of academic leadership it should have under God, the university must have the whole-hearted support of those who are of like mind in Christ. Since Bryan University has a positive Christian ministry, it deserves the support of the people of God. As a well-known Christian educator has said, "... the responsibility for the present status of teaching must be shared by the public." Are we willing to pay the price?



Present Administration Building of Bryan University



Don Oakley

AN ALUMNUS WRITES From Dallas Seminary

One of the greatest shocks I experienced while on campus as a student was the discovery that a number of my fellow students thought they were wasting time studying anything outside the Bible department.

Thinking about this problem I sat down the other day to make a priority list of human responsibility using the New Testament as the standard of authority. I found one major responsibility and three subordinate. Listed in order of priority they are: (1) to accept God's provision for a right relationship to Himself; (2) to spread the good news of this provision to others; (3) to execute one's family responsibilities before God; (4) to execute one's community responsibilities before God.

None of these is to be carried out to the exclusion of the others, but a balance is to be sought. Where there is conflict, settlement should be made on the basis of priority with a careful consideration of the interaction of the four.

The content of a Christian education should provide the breadth sufficient to prepare one to fulfill this fourfold responsibility. If Christian education makes the claim that it prepares one to spread the gospel, but it has not prepared him to be sensitive to and capable of meeting family responsibilities, then its claim is false. Failure in one of the areas of responsibility hinders in the others.

The simple command of the Lord "to go" has broad educational implications. To fulfill it well requires an understanding of one's own culture and the culture to which one is going. Many of us do not even perceive our own culture until some-

one teaches us its significance. If one desires to minister even in the United States, which has a very complex culture pattern, one needs to have as broad a background as possible. (When I say minister, I do not refer primarily to the ministerial profession, but to the ministry of the gospel whether it be by a lawyer, Sears clerk, or scrub woman).

The ideal human being is the one who is fulfilling these four responsibilities. It is the burden of the Christian college to provide a curriculum and educative process which will, in cooperation with the working of God, produce this type of individual.

Liberal arts? Yes!

THE CONCEPT OF A COLLEGE

Continued from page 1)

of the college and university. This second kind of truth concerns the relation of ideas and things, and it is discovered by investigation and by analysis. Its areas are philosophy, literature, the natural sciences, and the social sciences. Research is only part of the pursuit of this truth, and not the most important part. Analysis, the art of thinking, is the most important part. If we have any doubt about the value of seeking truth by investigation, let us consider the blessings of medical science; but let us remember that the spirit of independent inquiry, not mere research in the sense of the manipulation of techniques, has laid the groundwork for the spectacular advance of medical knowledge.

The function of the college needs to be understood and appreciated. Who in evangelical circles has not learned by experience the blight of closed-mindedness? As religious persons we are always facing the temptation of attributing to God our prejudices. A service which the liberal arts college should render is the promotion of a frame of mind whereby reason may be substituted for passion in controversy, whereby evidences can be discovered in a spirit of fair play before prejudice forces a quick conclusion. This can be done in entire loyalty to the fundamentals of the faith. In fact, the question arises: can one really be loyal to Christ, who is Himself truth, if one's judgment is habitually distorted by prejudice and self-interest?

A STUDENT VIEWS CHRISTIAN COLLEGE



The customs official glanced up from the student visa he was examining and with evident curiosity inquired, "Why have you chosen to attend college 'way down in Tennessee?"

I quickly affirmed my loyalty to Queen, country and home. I agreed that Ontario educational standards were high and that our universities were internationally recognized for their academic excellence.

"But Bryan University's philosophy of education is entirely different from that of any of our universities," I explained. "Basic to its philosophy is the spiritual affirmation, 'the fear of God is the beginning of wisdom.' Its single purpose, to glorify God, is best expressed in the school motto, 'Christ above all.' I desire to obtain a liberal arts education where Christ is honored as Lord of all."

The customs official was impressed.

That was nearly three years ago.

In a few weeks my student days at Bryan University will be completed. During these days, as the realization of the modern world dilemma has grown, the importance of the Christian liberal arts college has been magnified.

Central in the theistic world is God's solution to the world dilemma—personal saving faith in Jesus Christ.

The graduate of the Christian liberal arts college is prepared to make his influence felt for God equally effective along dangerous jungle paths of missionary endeavor, or in varying professional spheres.

Bryan University stands, then, at the very heart of God's program for this age.

Was it worth three years far from Queen, country and home? An emphatic "Yes!"

Kenneth Campbell,
Student Council president

MARCH GIFT INCOME

Operating Fund	\$4,009.31
Plant Fund	643.00

Total	\$4,652.31
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"CHRIST ABOVE ALL"

BRYAN NEWSETTE

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